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#### Letters to a Young Kindergartener.

LETTER NO. IX.

Washington, Jan. 31st '78.

*My Dear Mary:*—I was glad to learn, that you like my little Christmas story. I have a New Year's story, which interested my little pupils very much, especially the older ones in the advanced class, for which it was intended. If my letter is not too long I will give it to you below. But I must reply first to your question, "Is the first and second Gift as useful and essential in the Kindergarten as it is at home in the nursery?" Emphatically yes, even to the advanced Kindergarten Grammar and Primary class, can receive valuable and very interesting lessons with both or either of them. I will enumerate a few questions and replies, some of which come up with every amusement with these Gifts.

#### LESSON WITH THE FIRST GIFT FOR YOUNGER SCHOLARS.

"What day is it to-day?"

"It is Monday, the day when we have our play with the colored balls. Let us count how many balls I have here in my hand." The children count up to six, then enumerate the colors as each ball is showed. "Each child shall have the one they like best by and by, but first each one of you can tell me something about this little ball."

*Question.* Georgie, have you ever seen anything, that has the same shape?

*Answer.* Yes, I have seen an apple.

Each child will delight to name some object it has seen that resembles the ball, such as oranges, peaches, cherries, plums, grapes, marbles, etc.

*Q.* How did they resemble the little ball. Were they all of the same color?

*A.* No, not all of them.

*Q.* Where they all of the same size?

*A.* No, cherries and marbles are much smaller."

*Q.* Who can tell me, why they looked alike?

*A.* Because they were all round.

Yes, that is the reason, they have no sharp corners or edges to hurt your little hands when you hold them. They are curved in every direction. Front, back, left and right, all is round. What else can you tell me about the ball?

*A.* It is soft. I can squeeze it and it does not hurt.

That is true, Minnie, and Birdie has her hand up, she wants to name some thing else, that is soft like this worsted ball?

*Birdie.* My sponge. *A.* Yes.

The children each think of something such as cake, velvet, dough, the sofa cushion, the bed or their little cheeks, which they test on the spot.

After the children have been led to find all its qualities, namely, that it is round, that it is of a certain color, that it is soft, made of lamb's wool, which has been manufactured into yarn; that it is somewhat rough, (experiments being made between the wooden sphere and the worsted ball, proving that the smooth surface moves faster and easier, than the rough one) that it is light, that they cannot look through it, having an invisible centre, we go to the consideration of what the little ball can do.

We find out by the children's replies, that it can roll.

"Roll to Georgie, little ball,  
He'll take care you do not fall.

It can hop.

Hop little ball, hop on high,  
Like a bird you seem to fly.

It can swing.

See it swing, see it swing,  
While we hold it by a string.

Or it tolls like a bell.

Bell high on the steeple,  
Calls to church the people.  
Bim bom, bim bom, bim bom bell.

It can swing to and fro like a clock, accompanied by the song of the clock; or by reciting the little verse about the Linnet:

Sixty seconds make a minute,  
Sixty minutes make one hour,  
If I were a little linnet,  
Sitting on a lofty bower,  
Then I would not have to sing it,  
Sixty seconds make a minute, etc.

It is always well to introduce suitable songs with any of the occupations. Thus when you talk about the wool of which the ball is made, you may let them sing, sometimes: "In all the green world, there is naught so sweet, as my little lamb, with his nimble feet," etc. or, "Mary had a little Lamb," to the tune of "Shall old acquaintance be forgot," etc. Then again the ball can whirl round with the song, "See the wind-mill how she goes," etc., varying the position of the arm holding the string; first holding it horizontally, then vertically above the head, then downwards, and alternating right and left arm.

The ball we also bounce and travel from one child to another, slower and faster.

I will now briefly enumerate some various methods by which the 1st Gift can be made the means for combining instruction and pleasure to the advanced class, (for children are expected to receive Kindergarten training from 4 to 8 years of age), part of which can also be used with advantage for the younger scholars and will not tire them, if they have to be present, as is the case in small Kindergartens, where only one lady conducts all the exercises.

When it is to be put away let the little ones rock the ball to sleep by making a rocking motion with their hands holding it and sing:

The little ball lies in my hand  
So quiet and so still,  
I'll gently rock till it sleep,  
And nurse it well, I will;  
And nurse it well, I will.

*Teacher.* (Holding the six balls in her hand). Where have you ever seen all these colors? Well, Julius?

*Reply.* In a picture in the Art Gallery.

*T.* I do not mean anything where one color has been put on one after another, or can be rubbed out; I mean in nature, where no human hand has had anything to do with it. What do we see sometimes after a shower?

*R.* In the rainbow.

*T.* Yes, in the rainbow are the colors. (Which I explain to my scholars.) Now think of a precious stone, where the rainbow may be seen?

*R.* It is the diamond.

*T.* What do we need besides the diamond in order to see the rainbow colors. Can you see it sparkle in the dark?

*R.* No, we cannot. We need the light to shine upon it.

*T.* The same as we do for the sparkling fountain, the soap-bubble, or the prism.

A profitable lesson can be given by explaining how Sir Isaac Newton discovered that all colors are contained in light. But now the balls are to be given out and each child selects what color and ball he wishes.

*Question.* Clara, which ball do you choose?

*Reply.* The red one if you please.

My little ball is red you see,  
Like the cherries on the tree.

*Q.* What can you tell me about the color?

*R.* It is a primary color.

*Q.* What does primary mean?

*R.* It means first, or one.

*Q.* One what!—in this case?

*R.* One color.

*Q.* Eugene, you wish to have—?

*R.* The purple one, if you please.

Purple is my little ball,  
Like the violet sweet and small.

*Q.* Is purple a primary or secondary color?

*R.* It is a secondary color.

*Q.* And secondary color means —?

*R.* It means two.

*Q.* Yes, it means two colors which have been mixed together to make one color. What two colors make purple?

*R.* Red and blue make purple. (The teacher lays the balls all in a row ready to give out, when each one has made his choice, so as to keep the attention fixed upon the conversation.)

*Q.* Eddie, you always take blue; what can you tell me about it?

My ball so round and nice,  
Is blue like summer skies.

*R.* Blue is a primary color.

*Q.* Do you remember the name of the plant from which we get this color.

*R.* It is the indigo plant.

*Q.* In our next ball lesson I will explain to you the process by which it is obtained. Henry, which ball will you have?

*R.* The yellow one, if you please.

My ball is a yellow one,  
Like a lemon or the sun.

It is a primary color.

*Teacher.* I have not told you before, that there is another name for this color. It is gamboge. (All repeat the word in concert). This fine color is the juice of a tree in Asia. If you make a round hole in the bark of the tree a thick gum will run from it which hardens by exposure to the air, and is of a bright yellow color. We have a gamboge tree in America, but it is not considered quite as good as that from Siam. Next week when I ask about this color, I shall see who has paid good attention to this lesson. Bessie, (eight years old) may write the word gamboge on the blackboard. Now, Lilly comes your turn

*R.* I would like the light green ball, if you please.

My ball is green you see,  
Like the leaves upon the tree.

*Q.* Have you thought what you would tell me about it?

*R.* Green is a secondary color. Yellow and blue make green.

*Q.* How do we make a lighter shade of any color?

*R.* By mixing white with it.

*Q.* Now, Bessie?

*R.* I would like the orange colored ball.

Orange colored, just like gold,  
Is the little ball I hold.

Orange is a secondary color, we mix red and yellow to make it.

Well, Oscar, what ball will you have?

*R.* A red ball if you please. The prettiest red comes from the cochineal, which is found in California, where it lives on the cactus plant.

*Teacher.* Very well remembered, but not we have sat still long enough; (after each child has selected and received their ball) now, all rise, heels together! Don't move your hand or arm after you have set your ball in motion. Hold your elbows close to your body. Our balls shall represent to-day a chime of bells.

Listen to the cheerful bells,

Calling us to meeting;

Yes, we know their meaning well,

Pleasant is their greeting.

Now some other bells chime in,

In harmonious measure;

Come, the church will soon begin,

Leave your work and pleasure.



N-er while I'm well and strong  
I'll refuse to follow,  
For I know it would be wrong,  
And might cause me sorrow.  
Oh, I wish that everywhere,  
Chimes like these were ringing,  
Calling every one to prayer,  
Peace and comfort bringing.

Another profitable lesson can be given about the accelerated motion of the ball, when it is rolled downward, and then you can bring in the history of the avalanche and make it very interesting by bringing in a story of the St. Bernard's dogs. Another very interesting lesson in natural history can be given in connection with the material the ball is made of, and the various uses of the sheep. The above song of the "Chimes" I wrote some few years ago. It is published with some thirty more of my songs in the "Fourth National Reader." I hope I have succeeded in giving you a clear comprehension of how to make the first Gift of great value to children of larger growth. LOUISE POLLOCK.

### School Government.

This is a crude subject, as the school is a world in itself, but few realize the stern fact. It is difficult to select from infinity. It was difficult to take the sewing machine from the secret archives of MECHANICS; but now it is one of the many wonders of our age.

To write upon school government then, we must begin somewhere, and as we want order in everything, we must concede that we want prisons for wicked or dishonest men. We also want punishment for a boy who is lecherous even in the germ—for one who is a liar, for one who is a swearer, for one who will deal unfairly with his fellow pupil, for one, in short, who disobeys his teacher. Our mode of government from the family up is rotten at the core. Shall we go to China or Japan to learn the science of government? We are too effeminate. We have receded. But I am getting tedious. The reader wants a beginning. Then to gratify him we begin with the

ROD.

This will not sound well to pupils. Good boys don't fear it; bad ones need it to save them from a worse fate. I have read so much effeminate cant on the rod—knowing the school so well—that I often ask myself, are these men in their sober senses? If we compare the boys coming (they don't come now) from Europe, with our sample of ill-bred boys, the odds are against us as law-makers, school-superintendents, trustees and the whole body having anything to do with the school. The teacher is powerless, the trustees are powerless—the law—that infamous law is against them. If Billy Barlow goes home crying to his mother, a policeman is called, or that humanitarian Mr. —, who left the creatures of God, and goes after dogs and asses; the teacher is arrested, fined, imprisoned and of course expelled. How can we expect school government in a city where such a thing could happen? How expect government at all in a country where such infamous laws can be made?

Our boys are corrupt, but we have corrupted them. Our boys are impudent, but we have made them impudent. Our boys will not learn—the teacher cannot teach unwilling ears. They are not OBEYIENT. We may thank, or blame, or praise ourselves. This is true. It is the natural law. It is the law of God. The question is being asked by every right-minded man. What will become of the country? We expend millions and the children of the poor are not educated. This is a fact. They go out of school into a mercantile house. Simple as is our arithmetic they can do no business, cast up no accounts—not add a column of figures. They are prepared for nothing but drudgery of the poorest kind. Conversing with the head of a department in one of our great commercial houses, he told me, after many years' experience, that it was impossible for him to preserve the just and proper gradation in promotion, because the boys or young men were not fit for it; although possessing gentility and the other requisites—good appearance, a good countenance, good bearing, willingness to do and dare, but lacking the necessary education. Are we reading a romance, or are we reading serious, sober truth!

To come to the personal governing power of one teacher in our school is more at home, something more tangible, something better understood; yet it is difficult to write on it, and absolutely impossible to give any rule for this mode of governing. Every one must act according to the circumstances of time, plan, views of trustees or the surroundings. Every teacher ought to be free. Every pupil should be obedient. Then comes the query, if a pupil not obedient, what is to be done with him? The expulsion of a pupil degrades him or not, according as he is moral or wicked; in either case expulsion is improper in school government, except in extreme cases which we are not considering, then by all means it is better punish him; and although the rod is

not allowed, and if allowed should be used with prudence, there are various ways of punishing a bad boy, but according to our present system the teacher is not free. A teacher may organize within the school and teach, accepting given conditions, but where so many things are against him, it is the best possible thing to do the best he can. There must be certain conditions—a certain fitness of things, and without railing at the system, which is no use, a teacher must have the material within himself, and not look for it outside—that natural aptitude to govern which is a rare quality of the mind and heart. It is a severe labor to work in a school-room for a life time. It is impossible to harmonize all the elements connected with the school, but the time is not far off when every motive of justice to pupils and to parents will compel the restoration of the rod.

LINDLEY MURRAY.

### New York State.

At the meeting of the School Commission in Utica, February 19, the following resolutions were adopted:

*Whereas*, After giving careful consideration to all the objections urged against the State support of high schools, we have come to the deliberate conclusion that such objections are based upon imperfect comprehension of the facts, and upon a false philosophy in regard to the functions of the State, and are supported by fallacies of logic and unwarranted inferences; therefore,

*Resolved*, That we believe that State aid to higher education is a legitimate function of the State; that, more than this, it is the duty of the State to provide opportunity for the broadest general culture of all; that we regard the efforts made to curtail education as blows dealt directly at the life of the public schools; and that the question in regard to the character and amount of higher education is one of expediency, to be decided by each community in accordance with its own needs and circumstances.

*Resolved*, That we recommend study and experiment in the direction of physical labor to the end of devising for our schools some practical system of industrial art which shall stimulate mental action, and give skill in the arts which underlie the trades.

*Resolved*, That we urge the immediate adoption of an act, embodying the following features:

1. Under penalty of forfeiting its public money, every town in this State shall at the next town meeting after the first day of January, 1879, elect a board of school trustees consisting of five members.

2. At their first meeting the board of trustees shall classify themselves by lot, to serve respectively, one, two, three, four and five years; thereafter one trustee shall be elected upon a ballot separate from that for other town officers, at each annual town meeting, to serve five years. Any vacancy occurring through death, removal or resignation, shall be filled until the next town meeting by appointment from the supervisor, and shall then be filled by election for the unoccupied term.

3. To these boards of trustees shall be entrusted all the powers and duties now pertaining to district trustees so far as the same are not inconsistent with the other sections of the act. They shall also be empowered to hire a clerk.

4. The board of trustees of every town shall annually determine the amount of school tax, which together with such additional sums as the town may be entitled to receive from the State appropriations and all other sources may be sufficient and necessary to keep the schools of the town in successful operation for not less than twenty-eight weeks in each year, and the Board of Supervisors shall levy the same upon the property of the town as a part of the annual town tax.

5. At the time of making their first assessment after the passage of this act, the assessors of each town shall appraise all the school property belonging to the several districts of the town, and the board of Supervisors shall assess the amount upon the entire property of the town, to be collected with the next town tax; and shall remit to the tax-payers of each district the amount at which their school property was appraised under the provision now applying to the property of dissolved districts.

6. If it shall be found that on account of great distance from or difficulty of access to the proper town, some of the pupils thereof would be more conveniently accommodated in the schools of an adjoining town, it shall be the duty of trustees of such towns to make an arrangement by which such pupils may be instructed in the most convenient school of the adjoining town, and the expense of such instruction shall be paid as may be agreed upon by the trustees of such adjoining towns by resolution or agreement entered upon the minutes of the respective boards.

A committee was then appointed to present the subject at Albany, in order to secure, if possible, immediate legislative action. The committee was authorized to make such change in the proposed provisions of the bill as might seem

to them expedient, upon further study of the town system in other States, and, especially, upon consultation with the teachers and school-officers of this State, in the hope that a bill may be drawn which shall receive the hearty support of the school authorities in every county.

The following bill was introduced by Hon. M. B. Flynn of Kings County, a member of the committee on public education:

AN ACT to amend Chapter five hundred and fifty-five of the laws of eighteen hundred and fifty-four, entitled "An act to revise and consolidate the general acts relating to public instruction."

*The People of the State of New York, represented in the Senate and Assembly, do enact as follows:*

SECTION 1. Section four of title nine of chapter five hundred and fifty-five of the laws of eighteen hundred and sixty-four, entitled "An act to revise and consolidate the general acts relating to public instruction" is hereby amended so as to read as follows:

§4. Whenever fifteen persons, entitled as aforesaid, from each of two or more districts, shall unite in a call for a meeting of the inhabitants of such districts, to determine whether such districts shall be consolidated by the establishment of a union free school therefor and therein, or, whenever five persons from each of a majority of the school districts of the town shall sign a call for meetings in the several school districts of the town, to determine whether all the school districts of the town shall be consolidated by the establishment of a union free school district for the entire town, etc., (the rest of the section being unchanged.)

SEC. 2. Section five of said title nine is hereby amended so as to read as follows:

SEC. 5. Any such meeting, held as aforesaid, shall be organized by the appointment of a chairman and a Secretary, and may be adjourned from time to time, by a majority vote, provided such an adjournment shall not be for a longer period than ten days; and whenever, when the proposed union school district does not embrace all the school districts of the town, any such meeting, at which not less than fifteen persons entitled to vote thereat, shall by the affirmative vote of a majority present and voting, determine to establish a union free school in said district, pursuant to such notice, it shall thereupon be lawful for such meeting to proceed to the election by ballot, of not less than three, nor more than nine trustees, who shall by the order of such meeting, be divided into three several classes—the first to hold until one, the second until two, and the third until three years from the second Tuesday of October coincident with or following, except in the cases in next section provided for; and when the trustees so elected shall enter upon their office, the office of any existing trustee or trustees shall cease, except for the purposes stated in section eleven of title six of this act; and whenever, when the proposed union free school district embraces all the school districts of the town, such meetings at each of which not less than fifteen persons entitled to vote thereat shall, by a majority of those present and voting, at all such meetings, determine to establish a union free school for the said town, pursuant to such notice, the result of such election to be determined and announced by the town clerk, from the minutes of such meetings, to be deposited with him as hereinafter provided, it shall thereafter be required, at the next subsequent town meeting, to proceed to the election by separate ballot, to be endorsed "School Trustees," in the same manner as town officers thereof, nine trustees who shall at their first meeting classify themselves by lot into three several classes—the first class to hold until one, the second until two, and the third until three years from the said town meeting. And when the trustees so elected shall enter upon their office, the office of any existing trustee or trustees shall cease, except for the purpose stated in section eleven of title six of this act. The said trustees and their successors in office shall constitute a Board of Education of and for the union free school district for which they are elected, and the designation of such district as union free school district Number —, of the town of —, or as the union free school of the town of —, etc., (the rest of this section being unchanged.)

§3. Section fourteen of said title nine is hereby amended by adding to the last sentence of said section, the following clause:

Except that in union free school districts for an entire town, the school district meeting shall be the annual town meeting.

§4. Section twenty-seven of said title nine is hereby amended, by adding to the last sentence of the following clause:

And also to any school district organized pursuant to a special act of the Legislature.

THE crown given by the King of Spain to Queen Mercedes on their wedding day was made in Madrid, and cost \$100,000



## Dean Stanley on Education.

I speak of the advantage to any community, to any young man or woman, of being brought into contact with higher intelligence. No operation in the way of external impulse, or stimulus, or instruction, in our passage through this mortal existence, is equal to the impression produced upon us by the contact of intellects and characters superior to ourselves. It is for this reason that a college must always have the chance of contributing, directly and forcibly, to the elevation of those among whom it is placed. A body of men, brought together by the enthusiasm of teaching others, with a full appreciation of good subjects, with an ardent desire of improving not only others but themselves, cannot fail to strike some fire from some one soul or other of those who have the opportunity of thus making their acquaintance. It need not be that we follow their opinions; the opinions may vanish, but effect remains. Socrates left no school behind him; the philosophers who followed him were broken into a thousand sections, but the influence and stimulus which Socrates left, never ceased, and have continued till the present hour. If we look for a moment at the records, on the one hand, of aspirations encouraged, of great projects realized; or, on the other hand, of lost careers, of broken hopes, how often shall we find that it has been from the presence or from the want of some beneficent, intelligent, appreciative mind coming in among the desponding, the distressed, the storm-tossed souls of whom this world contains only too many. To take the example of two poets—one whose grave is in the adjacent county, one belonging to your own city—how striking and how comforting is the reflection of the peaceful, useful, and happy close of the life of George Crabbe, the poet; for eighteen years pastor of Trowbridge! All that happiness, all that usefulness, he owed to the single fact that, when a poor, forsaken boy in the streets of London, he bethought himself of addressing a letter to Edmund Burke. That great man had the penetration to see that Crabbe not an imposter—not a fool. He took the poor youth by the hand, he encouraged him, he procured for him the career in which he lived and died. He was, it is hardly too much to say, the instrument of his preservation and of his regeneration. On the other hand, when, with Wordsworth, we think of Chatterton, "the marvelous boy, the sleepless soul that perished in his pride," how impossible it is to avoid the reflection that, if he had met with some congenial sphere, some kindly hand to lead him forward, some wise direction (over and above the kindness which he met from personal friends) that might have rescued him from his own desperate thoughts, we should have been spared the spectacle of the premature death of one whose fate will always rank among the tragical incidents of the history not only of Bristol but of England.

Bear in mind both the advantages and disadvantages which the voluntary education of students in after-life involves, by the mere fact of the freedom of choice—freedom in studies, freedom in subjects, freedom in opinions. A self-educated man is, in some respects, the better, in some respects the worse, for not having been trained in his early years by regular routine. We have an illustration of both the stronger and the weaker side of self-education in the case of Mr. Buckle, the author of the "History of Civilization." At the time of his greatest celebrity, it was often remarked that no man who had been at regular schools or universities could, on the one hand, have acquired such an enormous amount of multifarious knowledge, and such a grasp of so many details; while, on the other hand, no one but a self-educated man, feeding his mind here and there, without contradiction, without submission, without the usual traditions of common instruction, could have fallen into so many paradoxes, so many negligences, so many ignorances. It is enough to state this fact, in order to put you on your guard against the dangers of your positions, and also to make you feel its hopes and opportunities. Over the wide field of science and knowledge it is yours to wander. The facts which you acquire will probably take a deeper hold on your minds from having been sought out by yourselves; but not the less should you remember that there are qualifying and controlling influences derived from the more regular courses of study which are of lasting benefit, and the absence of which you must take into account in judging of the more desultory and the more independent researches which you have to make. A deaf person may acquire, and often has acquired, a treasure of knowledge and a vigor of will by the exclusion of all that wear and tear, of all that friction of outer things, which fill the atmosphere of those who have the possession of all their senses. But, nevertheless, a deaf person in order not to be misled into extravagant estimates of his own judgment, or of the value of his own pursuits, should always be reminded that he has not the same means of correcting and guarding his conclusions and opinions as he would have if he were open to the insensible influence of the "fibres of conversation," as they have been well called, which float about in the general atmosphere, that for him has no existence. Self-education is open both to the advantages and disadvantages of deafness; knowledge is at some entrances quite shut out, while such knowledge as gets in occupies the mind more completely, but always

needs to be reminded that there is a surrounding vacuum.

It is not only by books, whether of literature or science, that the self-education of after-life is assisted. When Joan of Arc was examined before her ecclesiastical judges, and was taunted with the reproach that such marvelous things as she professed to have seen, and heard, and done, were not found written in any book which they had studied, she had answered in a spirit akin, and in some respects superior, to the well known lines in which Hamlet replies to Horatio. She replied, "My Lord God has a book in which are written many things which even the most learned clerk and scholar has never come across." Let me take several examples, showing how education may be carried forward apart from books.

Let me touch on the experiences presented to our eyes and ears by travel. In this age it is one of the peculiar advantages offered to all classes, or almost all classes, which, in former times, was the privilege only of a few, that the great book of foreign countries and the phenomena of Nature have been opened to our view. We hardly appreciate how vast a revelation, how new a creation has been opened to us in these respects within the last fifty years. A century ago not only were the scenes to be visited closed against us, but the only eye by which we could see them was closed also. The poet Gray was the first human being who discovered the charms of the English lakes, which are now able to enter into a battle of life and death against the mighty power of a city like Manchester, because of the enthusiastic interest which they have enkindled in the hearts of all who visit them. The glories of the valley of Chamounix were first made known to the European world by two Englishmen at the close of the last century. Before that time the cherished resorts of such gifted personages as Voltaire and Madame de Staël were so selected as carefully to exclude every view of Mont Blanc and his great compeers. But in our time all these various forms of beauty and grandeur are appreciated with a keenness, and sought with an enjoyment, which must add new life and new vigor even to the most secluded among us.

Apart from the education to be derived from inanimate objects, there is the yet deeper education to be derived by those who have senses exercised to discern between true and false, between good and evil, from the great flux and reflux of human affairs, with which the peculiarity of our times causes all become more or less conversant. One of the experiences which the education of life brings with it, or sought to bring with it, is an increasing sense of the difference between what is hollow and what is real, what is artificial and what is honest, what is permanent and what is transitory. "There are," said Goethe, in a proverb pointed out to me long ago by Lord Houghton as a summary of human wisdom, "many echoes in the world, but few voices." It is the business of the education of after-life to make us more and more alive to this distinction. Think of the popular panics and excitements which we have outlived—of the delusions which we have seen possess whole masses of the people, educated and uneducated, and then totally pass away. You have, many of you, I doubt not, heard the story of the conversation of the most famous of all the Bishops of Bristol as he was walking in the dead of night in the garden of the now destroyed episcopal palace. "His custom," says his chaplain, "was, when at Bristol, to walk for hours in his garden in the darkest night which the time of year would afford, and I had frequently the honor to attend him. He would take a turn, and then stop suddenly short, and ask the question: 'Why might not whole communities and public bodies be seized with fits of insanity as well as individuals? Nothing but this principle, that they are liable to insanity equally at least with private persons, can account for the major part of those tragedies of which we read in history.' I thought little," adds the chaplain, "of the odd conceit of the bishop, but I own I could not avoid thinking of it a great deal since, and applying it to many cases."

I remember when in Russia that a Russian statesman was speaking of the important effects to be hoped from the endeavor to give more instruction to the people; "but," he said, "there is one process of education which has been more effectual still, and that is the reform in the administration of our courts of law and the introduction of trial by jury. This, by bringing the peasants into the presence of the great machinery of the state, by making them understand their own responsibility, by enabling them to hear patiently the views of others, is a never-failing source of elevation and instruction." Trial by jury, which to the Russian peasant is as it were but of yesterday, to us is familiar by the growth of a thousand years. It is familiar, and yet it falls only to the lot of a few. I have myself only witnessed it once; but I thought it one of the most impressive scenes on which I had ever looked. The twelve men, of humble life, enjoying the advantage of the instruction of the most acute minds that the country could furnish; taught in the most solemn forms of the English language to appreciate the value of exact truth; seeing the whole tragedy of destiny drawn out before their very eyes—the weakness of passion, the ferocity of revenge, the simplicity of innocence, the moderation of the judge, the seriousness of human existence—this is an experience which may actually befall but a few, but

to whomsoever it does fall the lessons which it imparts, the necessity of any previous preparation for it that can be given, leap at such moments to the eyes as absolutely inestimable. But what in its measure is true of the education which a jurymen receives, and of the necessity of education for discharging the functions of a jurymen, is true more or less of all the complex machinery by which the duties, the hopes, and the fears, of English citizens are called into action.

## BOOK NOTICES.

MESERVEY'S BOOKKEEPING.—Single and Double Entry, by Prof. A. B. Meservy. Boston: Thompson, Brown & Co.

Bookkeeping is next in importance to reading, spelling, arithmetic, geography and grammar. There is no reason why every scholar before leaving the common school should not have sufficient knowledge of the art of bookkeeping to enable him to record any business transaction. Yet this is not the case. The great reason is that the teachers are not properly qualified. But another reason is that books have not been properly prepared for use in elementary classes. This book is, in general, like most of the treatises that are before the public; it has some points of excellence in its clearer statements, its good type, etc. The faults it has may be summed up in the words, "too much condensed." A great deal is attempted in the 160 pages; too much, we think, for the clear understanding of the pupil. We would make a book of this sort as an arithmetic is made, for it is really a branch of arithmetic. To teach the art of bookkeeping is to teach the art of recording in a neat, orderly and legible way the transactions one man has with others. Our experience has been that a pupil who is instructed thoroughly in one form generally has no difficulty in learning any other. The first form in this book is very well handled, except that it is complicated. We would attempt to teach the use of the cash book first. We would place first in the book a statement as that L. S. Gordon commenced business with \$67.42 Jan. 1, 1875. Then we would show the pupil how that should be entered. Then we would give the item as "Shod two horses," etc., and show how it should be entered, and so proceed, introducing only the cash book. Then we would follow it up with problems of a similar kind until the use of a cash-book was made perfectly familiar. Next the need of knowing how we stood with the various persons from whom we received and to whom we paid cash would become apparent, and then we would show how such accounts should be kept. This would introduce the ledger. Much practice should follow, if possible daily practice, until the first form was thoroughly grounded. Next we would show the need of a day book, and introduce that, following it up with appropriate practice. As would be needed, the meaning of bills, invoices, receipts, drafts and notes should be made plain by using them. All of this would cover three-fourths of the volume. Next we would briefly show the need of a day-book, and introduce that, following it up with appropriate practice. As would be needed, the meaning of bills, invoices, receipts, drafts and notes should be made plain by using them. All of this would cover three fourths of the volume. Next we would briefly show the use of the other forms and of double entry. The majority of those who are in the public schools would never reach this last from the of the book. The author of this volume undoubtedly understands his art perfectly; this volume shows it. We would use everything he has used and much more, so as to avail ourselves of the important principle of *gradualism*.

BETWEEN THE GATES, by Benj. F. Taylor, with illustrations. Chicago: S. C. Griggs & Co.

We have read this volume with real pleasure. It is the account of a visit made by the author to California, and the story is delightfully told. Any one who wants to be entertained should send for this volume; there is prose and poetry in it; much of the prose is poetry. We have always read Mr. Taylor with interest, and find he flags none in his new book; whatever he writes about he regilds and readorns. His humor lasts; his pathos holds out. His sketches are the briefest and the best we know.

THE AMATEUR ACTOR. By W. H. Venable (Jansen, McClurg & Co., Chicago, Ill.) This is a collection of plays for school and home, comprising in all twenty-three, many of which are taken from the writings of standard authors. The introduction gives valuable hints as to the stage, scenery, costumes, rehearsals, art of acting, etc., in a clear and comprehensive manner. The illustrations by Mr. Farney add much to the material worth of the book.

SCHOOL STAGE. By W. H. Venable (Jansen, McClurg & Co., Chicago, Ill.)

This book has been prepared to supply the growing demand for dialogues, and short plays for children. The selections have some of them been copied with slight alteration from books of plays. Simple directions are given in the Introduction, indispensable to young performers. Alfred the King is from Mrs. Barbauld, and gives the part where Alfred allowed the cakes to burn in the peasant's cottage. It is admirably written and is good for school representation. A selection from Miss Alcott's "Little Women," "Diamonds and Treads," "Good Actions mend Bad Actions," "The Façs' Revolt," (from *School Days at Rugby*) are among the best though all are good.



## New York School Journal,

AND

## EDUCATIONAL DIRECTORY.

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We want an agent in every town and village in the U. S. to whom we will pay a liberal commission.

The columns of the JOURNAL are open for the discussion of subjects pertaining to education. Let those who have practical skill communicate to others.

Should this paper by any means come into the hands of one not a subscriber, we ask you (1) to consider it a special invitation to subscribe; (2) to hand it to a teacher or other person who is interested in education, and urge him to take it also.

NEW YORK, MARCH 30, 1878.

*This copy of the NEW YORK SCHOOL JOURNAL may possibly fall into the hands of one who is not a subscriber; consider then, that a piece of good fortune has befallen you, and send in your subscription at once. If you are teacher and are a subscriber to no educational paper, you do yourself an injury you have no right to do. It may be set down as an undeniable fact that every "live teacher" takes an educational paper. A small fund has been placed in our hands to send the JOURNAL to those who are too poor to afford it; that number we hope is not very large.*

THERE is not a teacher in the country but will receive a lasting benefit by reading the NEW YORK SCHOOL JOURNAL. There are some teachers who have never yet seen an Educational paper!! They do as their fathers did; they follow a dull routine that does more injury than good. Education is not effected by a mechanical method.

"He prayeth best who loveth best

Both man and bird and beast."

The teacher must be interested in everything in the wide universe to teach well.

## Teaching of Music.

One of the great causes of the advancement of the public schools has been the teaching of music. Looking at the subject from any stand-point, an education in music is valuable. It is looked upon as a recreation and sometimes it is said that the public cannot pay for enabling a human being to recreate properly; but this is a mistake. A part of life will be spent in recreation, and it is noticeable that those who recreate wisely live wisely, and that those who either know not how to recreate themselves, or recreate unwisely. But music is more than a recreation—it is a mode of cultivation—a means of education. "Thousands of human beings have died for want of salt," and so thousands have died for want of tone, spirit and enthusiasm. An india rubber spring may be compressed too long and lose its elasticity. The greatest good of a human being is to be sought for in educating him; his highest good requires that his spiritual and esthetic nature be addressed. The higher regions of man's nature govern the lower; aim at man's heart and soul; and you reach his intellect and his will. On the largest grounds music should be steadily taught in our schools; it should be taught more than less.

THE earth rolls on in its orbit around the sun, and thus every particle of matter may proudly say "see us move." But in reality motion is the law and inaction is the exception. Subtle forces keep the particles of the solid rock from swaying backwards or forwards. Bunker Hill monument leans over to greet the glowing sun; heat, electricity, and gravity whirl the atoms about, not into confusion but into regularity.

But how is it with the teachers? Are they busily pressing on to higher and higher stages of excellence? In some cases this is true, but the cases are so infrequent that they excite attention. It is one of the painful facts that presses forward into public attention, that a large number of teachers remain the same, year after year; except that they are more indifferent, year after year. If such would appreciate their own unfitness and leave the profession, all would be well; but they stay to the very last. This is an old complaint; some think it is incurable. There is where we differ. We believe the evil is one that lies between the public and the teacher. The teacher should be full of enthusiasm; constantly improving; constantly looking for new ideas and thoughts. If he would have his class go forward, he must himself bear the standard.

AN "EXHIBITION of Scholar's Work," will be opened June 15, at 737 Broadway, at the rooms of the Phrenological Cabinet, Mrs. Wells having generously given permission. The pupils should prepare at once to send the following things:

1. *Specimens of Penmanship.* This will be the first 24 lines from Longfellow's "Morituri Salutamus." on a sheet of foolscap paper about 8x12 inches, paper to be ruled.
2. *A drawing from an object.* The paper to be 8x12 inches; the object to be selected by the pupil.
3. *A design,* by the pupil on the same sized paper.
4. *A map of the New England States.* Paper of the same size.
5. Any other school-work that the pupil may choose and that seems appropriate.

RUE S.

The ink used must be black.

The writing must be distinct.

Colors may be used on the map.

The map must not be traced.

The full name, age, and address of the pupil must be in the middle of the lower edge of the paper.

The teacher must certify on the back,

This \_\_\_\_\_ is the unaided work of \_\_\_\_\_

Signed..... Teacher.

No articles will be returned unless requested, and postage stamps sufficient are enclosed. Every article must be rolled, not folded; send them to A. M. Kellogg, For "Exhibition of School Work," 17 Warren St.

## Spelling.

To teach spelling well requires this:—the attention of the scholars must be fixed upon the form of the words: Generally the teacher proceeds at haphazard pronouncing words day after day, making little or no real progress. But suppose you can render a pupil attentive to the shape of the word, then you have accomplished almost everything. The difference between good spellers and poor ones, lies in this: one has noticed with a sharp eye the peculiarity in the form of words. To secure this, (1) have the younger write the lesson on the slate, beforehand,—dividing the words into syllables; let the slates be brought and examined. 2. Younger pupils should read these words off and then turn the slates over, or erase them. 3. Then the words should be pronounced and some be written and some be spelled orally. It is hardly a good plan to spell in turn unless the teacher is able to keep all the scholars on the alert. 4. Ascertain the misspelled words and require them to be carefully re-written several times; also keep a record of the words missed. 5. Review the preceding lessons; it is well to check-off the words that are missed and review those day by day. 6. Classes that can write with facility should spell almost wholly by writing? 7. The words selected for classes below the third reader should be from the reading lessons. 8. Lessons should not be long; twenty words are enough—that is new words; then the misspelled words of yesterday can be taken up; then of two days past and so on.

## Among the Schools.

G. S. No. 12.—In the last week's JOURNAL we referred to the promotions made from the P. D. to the M. D. of this school—the report which the Teacher's Committee presented, authorized the censuring of Mr. Delaney, for promoting a class from the P. D. that was declared by the Superintendents not to be sufficiently prepared. We have been making some inquiries and find these are very widely divergent opinions as to what is meant by the word "qualified." Mr. Delaney says, he knows what standard the Course of Study sets up, but does not know what the Superintendents understand to be the proper qualifications for boys to possess to be admitted into the P. D.; that he was not invited before the Teacher's Committee to hear the statements made by the City Superintendents, as to the condition of the class to cross examine them and to show what kind of an examination the class received at their hands. He still insists that the class received a careful and thorough examination by him, and he conscientiously believes it was the best class, taken as a class, he ever received from the P. D. He believes that his classes at the annual examination in the past, by the superintendents, have compared formally with those of any other school in the city, judging by the marks sent to the Board of Trustees. He believes that his standard is as high as that maintained by the G. S. Principals generally in the New York Schools, and that which is required by the Course of Study.

G. S. No. 32.—Arriving here at noon we had the pleasure of seeing the boys dismissed by the roll of the drum. The boys marched with a great deal of spirit, and it appeared to be just the thing to awaken their martial spirit. Mr. T. D. Martin said he used it once in a while to wake the boys up. Mr. Martin has a large and efficient corps of teachers, among whom are Mr. Heidenniss, Misses Chamberlain, Curry, Thompson, Radford and Burtis. This school received a very beautiful Christmas present from its drawing teacher, Wm. Heinmuller, in the form of two beautiful crayon drawings—one of fruit and the other of flowers. The artist received the warm thanks of the school for his gift. It will well repay one to visit the school to see them. Dr. Martin is one of the most progressive men we have met. It is a tendency among teachers to fall into "ruts;" they fall in liberality of opinion, while they urge on others to learn, they do not improve themselves. This is not the case with this principal; hence the popularity of the school.

G. S. No. 48.—On Thursday morning we witnessed a beautiful scene. As the pianist commenced to play a brilliant march, the girls advanced in two lines; the order was perfect—silence prevailed throughout the entire room—the bright faces adorned it as nothing else could. Miss Clawson read from the 13th Chapter of Proverbs. Then followed singing, and a pleasing reading of the "Sufferings of the Pilgrims," by a pupil. After this there was another pretty song and a recitation called, "the first snow-storm." The girl who recited it possesses a great deal of talent and grace in speaking and gesturing. The singing was a noticeable part of the programme. There has evidently been a world of pains taken in training the pupils. Miss Clawson's school ranks among the best. It has a principal who is not satisfied without reaching excellence.

G. S. No. 35.—This is a very bright school, with a large number of children in it. The scholars seemed very quick in answering all the questions asked; one little girl when asked, "What is an ant?" said, "A little thing that crawls;" but afterwards she gave a better answer. The class taught by Mrs. J. M. Joyce, were busily preparing for recess.

G. S. No. 87.—Mr. Owen's Department, is an interesting spectacle when assembled for the morning exercises. He is favored with many teachers, among whom we find Mr. Robinson; Misses Candee, Wood, and Strang. A visit here is always a pleasure.

P. S. No. 9.—The interest with which the scholars in Miss Rapp's class apply themselves to their lessons, is probably due to the earnestness of their teacher.

G. S. No. 34.—Mrs. Gedney has a large Department of primary children, numbering over eight hundred. Our stay here was very short, yet we need but little time to judge that Mrs. Gedney is a thorough and efficient principal.

G. S. No. 15.—Mr. N. P. Beers, has a school well-known for its fine training, discipline and good order which prevails, and marks the school.

## Henry A. Tailer.

HENRY A. TAILER, whose sudden death the teachers and scholars of the 15th Ward so grievously mourn, was one of the most active and energetic of school officers that ever lived. He was an accomplished scholar, an able lawyer, a



thorough gentleman, a humanitarian in the strictest sense of the term, an excellent judge of human nature, and an earnest advocate and zealous champion of popular education. That he brought all these noble faculties and sterling qualities to bear upon the work in which he took so deep an interest, is evinced by the excellent condition of the schools of which he was a trustee, and his popularity among the teachers and pupils. It will be very hard indeed to fill his place. In his death the community has lost one of its most useful members; society one of its brightest jewels; the legal profession, one of the most shining ornaments of the bar, and the cause of higher education, one of its ablest defenders.

'Green be the sod above thee,  
Friend of my better days,  
None knew thee but to love thee,  
None met thee but to praise.'

He was born in the year 1833, and was consequently at his death in his forty ninth year. Graduating from Columbia College in 1853 he was selected to deliver the Latin oration to the Hungarian patriot Kossuth, on the occasion of his visit to this country. He afterwards visited Europe, and spent two years in the universities of Bonn and Heidelberg. Returning to his native country, he was admitted to the bar, and became the junior member of the law firm of Kent, Eaton & Teller: here he was distinguished for the strict attention which he bestowed upon every detail of the profession, and rose rapidly to a place in the front rank. He was also very popular with his fellow lawyers.

To a large extent independently wealthy, he gave liberally to the relief of the distressed, and the cause of sweet charity will keenly feel his loss. He leaves a wife and a family of seven children.

## LETTERS.

To the Editor of the NEW YORK SCHOOL JOURNAL.

Your recipe for making a school ma'am strikes me as being about as good as most of the recipes in the cook-books—nevertheless it has more truth than poetry in it. The general method is about as follows. A young woman has got along in her studies so that she feels that she could pass an examination, and she thinks she can teach. She thereupon hunts around for a school and finds one. She does not care about teaching specially, but it is more respectable than a trade. Well, she gets a place—so far all is well enough; every one must do something for a living. The school is opened and day after day witnesses this routine. Enter, teacher; the lessons have not been examined, no new thoughts or ideas are ready for the children; the pupils are got into their seats; The good old Bible is perhaps read and the Lord's prayer repeated; the reading and spelling classes are heard and so the day goes on until the hour for closing has arrived. The teacher (?) then goes home, dropping all remembrance of her school, except the worry she has had from her mind. I asked such a one lately:—"Have you ever read 'Page's Theory and Practice on Teaching?'" "No." "Any work on Education?" "No." "Do you take any Educational Journal?" "No." "What do you read?" "Nothing." "What poetry do you like best?" "I don't like poetry at all." And yet she looked smart.

Say what you will, Mr. Editor, unless some of these dead weights can be thrown off, the ship will roll and toss and make no progress. I have my ideas about the true method to pursue. I feel that the cure of our troubles lies with the teachers, but they will not work together.

Something is out of joint in these times of ours when that department of human labor which pre-eminently requires skill should give almost unchallenged admission to its laboratories. Those who are responsible for the creation of public opinion are responsible for this. Indeed, I think the great object to be labored for now is the protection of the school rooms. Shut out at once the irruption of green-horns into the school rooms.

As it now is any callow lad or miss who can cipher to fractions, can tell the names of the parts of speech, can get a license to teach—a license to train the intellect and form the character; the able the qualified, the earnest are under bid by the incompetent and unprofessional. The effect of this is that the pay of teachers is fixed at a low rate; the prosperity of the various institutions is a low ebb, because they suffer from this poor teaching, and, finally, the condition of the intellect of the people is starved and poor.

W. D.

To the Editor of the NEW YORK SCHOOL JOURNAL:

Things move in the educational world—for example, salaries cut down. But I must tell you a queer thing—a fact, a genuine fact, or as the boys say a true fact.

A certain Superintendent had appointed a day to examine applicants for licenses to teach. The young camels came all with their hair "banged," or "frizzled," or "foretopped," and were set to work. Among the questions in Geography, on the blackboard, was this "write the names of five bays and describe one of them? One thought this an easy one,

as her paper showed. Thereon the Superintendent found as follows: "Henry Adams, Thomas Peters, Will Sturtevant, David Dalton, Andrew Curtis. Henry Adams is a boy about 19 years old. He is rather short, and wears a blue coat and gray pants. He has red hair, a large head and large feet. He has a mustache, and blue eyes."

The good man pondered long and well on this production, and wondered why the damsel had recorded her recollection of Mr. Adams, for his benefit. The solution of the riddle was at hand when he looked on the blackboard. She had mistaken his word bay for boy. "Yes," mused the Superintendent, "it does look like an o, that's a fact I must be more careful." Happy Adams.

To the Editor of the NEW YORK SCHOOL JOURNAL,

"In what part of the body does the nutrition elements become living tissue?" A. J. E.

The food is masticated by the teeth, digested by the stomach, and then passing on it is finally taken up and poured into the blood and joins in the great current of the circulation. Still it is not living tissue; there is nothing living in the blood itself; it is simply food in the stage just previous to the stage of assimilation. Through the capillaries wholly changed, food no longer, it is brought in minute masses, to the living tissue and there grows into it. At the end (if we may speak) of the arterial capillaries, the nutritive elements become living tissue by being joined to living tissue, growing to it through the power of life in that tissue. The process of absorption, or removal is carried on by the capillaries of the veins.

To the Editor of the NEW YORK SCHOOL JOURNAL.

I give a few hints that I have learned during my life as a teacher. I hope they will prove useful to some of your readers.

EXERCISE.—Do not require a scholar to sit still for any length of time. Change their seats often, but without noise. Between every recitation, it would be well to have all the scholars in the class, walk once or twice around the room while the doors and windows are thrown open for fresh air.

NOTES.—It is a good plan for a teacher to have a book in which to copy short notes which will interest his pupils. Then during the day, to bring them into his conversation. Make it a point to have at least one every day. Another way, is to note down several questions, and to get the scholars talking about the subject, and after all seems to have been said what they know, as them this question. If only a few know what is the answer, ask them to find it out for the next day. It would be well for each scholar to have a note-book in which to copy the questions given by the teacher, and then after finding the answer for himself to place that under it. Any number of questions can be found which will interest and instruct the scholars. For instance, supposing the class in geography are reciting. Their lesson happens to be upon the map of Africa. You ask them if they see that small island St. Helena, west of Africa. After all have found it, you say, "Can any of you tell me what it is noted for?" One, or perhaps two hands will be raised. "Note-books," you continue, upon which they take out their blank-books, "Find out for what St. Helena is noted, by to-morrow." This gives a little idea of how it is done. Of course, this can be improved upon, according to the circumstances of the teacher and scholars.

REWARDS.—A series of rewards, should be given by every teacher who can possibly afford it. Even if it is nothing more than a reward card, or lead pencil, it will do. But a great deal of care should be exercised on bestowing it, not to be partial. No matter if the worst scholar in the class, and your especial aversion, should excel in the study for which you offer a prize, let him have it. Quite a number of teachers subscribe to the "SCHOLAR'S COMPANION"—and give it to a scholar every month. This is a good plan, as every boy or girl likes something to read, and the COMPANION contains nothing but the best of reading matter.

SYNONYMS.—Teach the pupil to use the right word in the right place, the proper expression for the thought. Study the dictionary, and learn the meaning of the following and other incorrect synonyms:

Alone.—Unaccompanied.  
Competent.—Having the power.  
Courage.—In facing danger.  
Curious.—A habit to learn something new.  
Complete.—All its appendages.  
Disinterested.—Impartial.  
Entire.—All its parts.  
Enough.—All that is wanted.  
Excuse.—We excuse slight offenses.  
Fortitude.—In bearing pain.  
Forgive.—Sin is forgiven, etc.

The teacher can make pleasant, profitable and interesting exercises in the school, by explaining and illustrating these and other synonyms.

ALPHA.

THE NATIONAL GERMAN-AMERICAN ASSOCIATION, for the establishment of a Teachers' Seminary.—This association,

comprising many of the very best professional teachers in this country, mostly of German nativity, and friends of the most advanced and approved method of public education, as founded upon the principles of Pestalozzi, Diesterweg, Froebel and other renowned pedagogues of the continental European school, generally, resolved at its last annual meeting at Milwaukee, Wis., Aug. 3, 1877, to open a seminary for the free education and training of male and female teachers for American schools on Sept. 1st of the current year. Funds for this purpose have been collected throughout the country for several years through the agency of numerous filial associations, East and West, wherever a sympathy for this great undertaking manifested itself spontaneously or has been aroused by the efforts of public minded men. The capital thus accumulated, being mostly contributed by well meaning people, devoted to the great cause of an advanced method of public education, but of limited pecuniary resources, although quite considerable, is not sufficient to erect a costly edifice in a choice location at any of our great centres of commerce, but is considered a large enough to warrant the board of trustees, managing committee, director or leading authority of any established and well qualified public or private school, comprising not less than five graded classes, and in a convenient location, to add to its present elementary or academic branches of instruction a normal course of three years for the education and training of teachers, as planned and is being superintended by the above named association through its executive and special committees. The Executive Committee of the association is now prepared to receive applications from all school authorities wishing to enter into competition for the purposes as set forth. Particulars, relative to the proposed general management of the institution, the prescribed course of instruction, the required qualifications of instructors, etc., etc., may be obtained by application to Mr. I. Keller, 109 Garden St., Hoboken, N. J., secretary of the association. The chief executive officers are: Mr. Albert Klamroth, New York, President; Mr. Ernst Pruessing, Chicago, Ill., Vice-President; Mr. Chr. Preusser, Milwaukee, Wis., Treasurer.

## Correct the Errors.

Him or she are of the same age. 2. She professed the greatest regard for the lady whom she assured us was an angel. 3. Who I perceived afterwards to be regarded as a most eminent authority. 4. It was not me that broke the chair. 5. I am not sure of it being him. 6. This book is your's. 7. The extent of the prerogative of the King of England is sufficiently ascertained. 8. He was averse to the nation involving itself in war. 9. Resolved that a special committee be appointed to investigate into the truth of said rumors, (This was actually adopted by the State of New Jersey). 10. You think me mad; I whe am useless and idle.

THE APOSTLES' CLOCK IN PRAGUE.—While in the market-place we will wait for the hour, for here is a curious old clock that ticked four centuries ago—when the Swedes were thundering at the gates of Prague, and when Bohemia was a great and powerful kingdom—just as it is ticking now. Twenty-four hours—the day and night—are marked upon the dial, instead of twelve, for the clock follows the sun. When night comes, the face of the dial becomes black, just as the night is, and, when the day approaches, it turns its great white face out to meet the light. You can tell from it what time the sun rises and at what hour he will set. Hanush, the clever fellow who made it, was something of an astronomer; but men knew little about the stars in those days.

But the hour has arrived—it is ten o'clock. Watch closely, for the delicate mechanism is now at work. Out of the small door above the dial comes a skeleton, ghastly and grim. Around its bony neck old father Time has hung his remorseless scythe. The gaunt figure produces an hour-glass, and turns it to indicate that another hour has gone, and that the new has commenced. It then pulls violently a bell-rope, precise as the old sexton in a New England village church would do on a Sabbath morning. At each pull the bell strikes, and the skeleton bows his head in approval. Then out of the mysterious tower comes a miser with a bag of gold. He clenches it tight, for it is evident his time has come, and he hates to leave his worldly goods behind. He walks about and beats the ground with his stick. There is avarice in his heart and eye—a sort of cold, relentless grasping after dollars, that no can mistake. This figure is the master-piece of the clock. When the skeleton has rung the hour, both it and the miser retire into the tower. Then a great bronze door opens, and the twelve apostles pass before the Saviour and bow down to him. Far up on the tower their faces look lifelike, and the scene is impressive.

LOCKPORT, N. Y., is trying a new plan of heating buildings by wholesale. A large school building, the largest hall



in the town, with other rooms in the same building, and forty large dwellings, are all heated by steam made in a single boiler five feet by sixteen in size, and beside this two steam engines, one of them more than half a mile from the boiler house, are run by steam from the same boiler. About three miles of street mains have been laid, extending through fifteen streets and supplied with steam at a pressure of 30 pounds to the inch. The total space warmed by this single boiler is more than 1,000,000 cubic feet. The originator of this system claims to have proved that a district of four square miles can be economically warmed from one central point. Steam thus supplied may be used for warming, cooking, and laundry purposes, running of steam engines and the extinguishment of fires. Great reduction of expense, avoidance of inconveniences and danger from fire are some of the advantages claimed for the new system.

### Normal College of New York City.

From *Harper's Magazine* for April.

AT ten minutes to nine o'clock one morning last November, the writer took seats with the president on the chapel platform of the Normal College. The vast hall was the empty and reverberant; the day outside was cloudy, and the long gothic windows let in a gray twilight which gave the interior an ecclesiastic solemnity, the effect being heightened by the gilded pipes of a large organ in the gallery. On the platform with us were the professors and tutors, both ladies and gentlemen. The body of the hall was black with seats, and the gallery on both sides of the organ offered further accommodation. Precisely at five minutes to nine—not a second earlier or later—a lady seated at the piano in front of the platform began to play a lively march, and at that very moment the doors leading into a wide corridor, with class rooms on either side, were thrown open and what seemed to be an endless procession of girls came in, the patter of their feet sounding like the dripping of a fountain, and harmonizing prettily with the allegretto movement of the music. They were formed in single file, and stringed in with measured pace, silent and demure—girls all the way from fourteen to twenty years of age, from the farther edge of childhood to the farther limit of maidenhood; girls with every shade of complexion and degree of beauty; girls in such variety that it was amazing to contemplate the reduction of their individuality to the simple uniformity of their well drilled movements. We looked for the last of them; the seats in the body were fast filling, without the least noise or confusion; but the lady at the piano was still beating out the allegretto air, and we could see the long lines threading in through the great corridor, and hear the steady rain of footsteps. The clock in front of the gallery marked nine, and the body of the hall was now filled, but the stream continued to pour into the gallery, until nearly every seat was occupied, and at four minutes past nine the last of the procession had entered, the doors were closed and the piano became silent. What a triumph of system! The first thing to excite our wonder and admiration was the number; there were 1542 pupils; the second thing was the earnestness of the discipline; and the third was the suggestiveness of so many girls at work in assembly, with their own education as the primary aim, and the education of countless thousands of others as the final aim, of their toil. The latter was fascinating, and inclined us to reverie, opening lost vistas of stirring possibilities, the evils counteracted by intelligence, and the happiness evoked by enlightenment. But despite its mellow atmosphere and ecclesiastical architecture, the chapel is not the place for dreams, it's uses exacting intense application, and leaving no time for vagrant thoughts. When the doors had been closed and the last footfall had died away, the pianist struck one note, and the girls, who had been standing, erect and silent, before their seats with the faces directed to the platform, turned half round; another note was struck, in response to which they unfolded the seats; and upon hearing the third, they sat down in a body, not one being the tenth of a second later than the others. If, instead of being self-willed, independent, audacious American girls, they had been automata simultaneously controlled by a rush of electricity, the unanimity of their movements could not have been more perfect; and with our admiration came the thought of the invaluable lessons their future husbands might learn from a philosophical study of normal school government. The inmates of a convent, with their burden of silent bitterness, could not possibly be more decorous and systematic than these untrammelled maids of the new era were, who at once vindicated their sex and set at naught the critics of young Americans.

The students being seated, a chapter of the Bible was read by Mr. William Wood, president of the Board of Education, a venerable gentleman, whose name is identified with one of the historic banking houses of the metropolis (this duty being generally performed by Mr. Thomas Hunter, president of the college)—and a non-sectarian hymn

was sung to the accompaniment of the organ. A pause followed, and we instinctively became aware that mingled expectation and hesitation were rife in the assemblage. It was time for quotations. To exercise their memories and inspire self-confidence, the students are invited to volunteer personally selected quotations from authors, and "the multitudinous seas" of literature, from the nearest to the farthest, are explored for aphorisms, epigrams, odes and elegies; Herbert Spencer or Emerson yielding a subtle morsel of philosophy now, and good Thomas à Kempis or Mohammed doing service then in sonorous adoration; the Attic salt of Oliver Wendell Holmes, and the envenomed wit of Talleyrand, the ponderous wisdom of Dr. Johnson and the sweet piety of Jonathan Edwards, the musk-and-lavender verse of literary Ladies' Repositories, and the robust humor of Shakespeare or Sheridan—scarcely anything is deemed inappropriate, and the selections made indicate most varied reading, with, perhaps, too great a taste for the florid in rhetoric.

The pause continued. Many of the girls evidently had quotations at their tongues' ends; but the creeping horror of rising amid that great silence and facing the president and that awful looking row of professors and guests on the platform, the nervous dread of hearing their own voices alone, and feeling that over three thousand eyes were fixed upon them—the ordeal was too much for them, and nearly a minute, lengthened by suspense, elapsed before one, with stronger nerves than her associates, ventured to rise and in a tremulous key repeat a few lines from Thomson:

"In the service of mankind to be  
A Guardian God below; still to employ  
The mind's brave ardor in heroic aims,  
Such as may raise us o'er the grovelling herd,  
And make us shine forever—that is life."

That came from a girl with serious intentions; and this game of authors, once begun, was carried on with spirit. Following her was a self-possessed maid, with archly dressed hair and innumerable coquettish touches and twists of ribbon, who quoted a saucy speech of Rosalind's from *As You Like It* with elocutionary emphasis; and then another risked all her reputation as head of a class in French with a bold excerpt from the maxims of La Rochefoucauld. The individuality that had been temporarily obedient to the disciplinary stroke of the piano keys was now emancipated, and revealed itself in much diversity of costume and manner, in pretty faces and softly modulated voices, and in faces that were, to say the least, not pretty, and piping voices that were not modulated at all.

A pensive student, with a tight-fitting suit of black, and big, liquid, lustrous eyes in a pale lace, enunciated a sage-passage from Huxley: "The saying that a little knowledge is a dangerous thing is a very dangerous adage. If knowledge is real and genuine, I do not believe that it is other than a very valuable possession, however infinitesimal its quantity may be. Indeed, if a little knowledge is dangerous, where is the man who has so much as to be out of danger?" Another had been reading Shakespeare, and gave the following from *King Henry VIII.*:

"Still in thy right hand carry gentle peace,  
To silence envious tongues. Be just, and fear not:  
Let all the ends thou aim'st at be thy country's,  
Thy God's, and Truth's."

Another had explored the profundities of Bacon, and recited this characteristic fragment: "The pleasure and delight of learning far surpasseth all others in nature; for in all other pleasures there is satiety, and after they be used their verdure departeth. Of knowledge there is no satiety, but satisfaction and appetite are perpetually interchangeable, and therefore knowledge appeareth to be good in itself simply, without fallacy or accident." Some broke down, and we could see troubled hearts and tears of mortification behind the failures; but clear intonation, nice emphasis, and self-possession marked most of the recitations.

President Hunter next addressed the students, urging them not to miss a single lesson; and while one of the divisions into which the college is divided remained in the chapel for musical instruction, the others retired, responding to the touches of the piano with the extraordinary precision shown at their entrance, and the fountain seemed to be playing again in the patter of their footsteps.

But we have forgotten to say what takes place previous to the services in the chapel. Should the day be wet, the students leave their wraps in the drying rooms on entering the college. The drying-rooms are provided with racks for overshoes and rails for clothing. At a quarter before nine a gong is struck, the students repair to their recitation-rooms, and all conversation is prohibited. Five minutes later the gong is struck again, the rolls are called, and marks are awarded for punctuality; and at a third stroke of the gong all the students pass into the chapel, as we have seen.

The day's work was now begun, Tennyson's "Princess"

becoming almost reality to us.

"And then we strolled

For half the day thro' stately theatres  
Bench'd crescent-wise. In each we sat, we heard  
The grave Professor. On the lecture slate  
The circle rounded under female hands  
With flawless demonstration: follow'd then  
A classic lecture, rich in sentiment,  
With scraps of thunderous Epic lilted out  
By violet-hooded Doctors, elegies  
And quoted odes, and jewels five-words-long  
That on the stretch'd forefinger of all Time  
Sparkle forever: then we dipt in all  
That treats of whatsoever is, the state,  
The total chronicles of man, the mind,  
The morals, something of the frame, the rock,  
The star, the bird, the fish, the shell, the flower,  
Electric, chemie laws, and all the rest,  
And whatsoever can be taught and known."

The first Normal school was founded in 1681 by the Abbe De La Salle, canon of the cathedral at Reims, and sixteen years later a teachers' class was opened in connection with an orphan school at Halle, the pupil-teachers receiving two years' training under the head-master, August Hermann Francke; under whom the system developed surprisingly, and soon received the invaluable support of Frederick the Great. Other normal schools were opened in Hanover, Austria, Switzerland, France, Holland, Belgium, and, about forty ago in Great Britain, whence they have extended into nearly every civilized country. The aims of the schools are well expressed in the following extract of the Prussian law: "The directors of teachers' seminaries shall rather seek to conduct the pupil-teachers by their own experience to simple and clear principles, than to give them theories for their guidance; and with this end in view, primary schools shall be joined to all teachers' seminaries, where the pupil-teachers may be practiced in the art of teaching." There are now about 850 normal schools in Europe, the British Colonies, and British India, the latter having 104.

Massachusetts was the first State in the American Union to establish normal schools, of which there now are 137, with over 29,000 pupils and over 1000 instructors, Ohio and Pennsylvania each having twelve schools, while New York State has nine, Illinois and Missouri eight each, and Massachusetts seven. The largest number of pupils are in New York, however, where there are 4,158. The necessity of such schools needs no other enforcement than a few statistics relating to education in the United States. Nearly 9,000,000 scholars are enrolled in the public schools. Nearly 5,000,000 are in attendance daily, and about 231,000 teachers are employed, including 133,000 women. The amount expended annually upon this vast scheme, which seems almost fabulous, is about \$82,000,000, and the imagination is carried away by the tremendous suggestiveness of the figures.

Previous to the establishment of the present college, normal instruction was shabbily provided for in New York city. A school for teachers was opened in 1856, and closed three years later; but ample amends for past deficiencies are made in the existing institution, to which the citizen who is shamefaced in the consciousness of the political iniquities manifest in scores of ways can with returning pride direct a visitor's attention as the completest of its kind in the world. The building is one of the most attractive sights in the city; it covers, with the inclosed ground surrounding, the whole block bounded by Lexington and Fourth avenues, Sixty-eighth and Sixty-ninth streets; it is 300 feet long, 125 feet wide in front, 78 feet wide in the rear, and the principal material used in its construction is red brick, which is still fresh and glowing. It overlooks Central Park, and is within a stone's-throw of the Lenox Library, the Museum of Natural History, and the Carnivarium. A female grammar school with accommodations for about 300 and a primary with accommodations for about 500 pupils are attached to it. The corner stone was laid on March 19, 1872—a wild, blustering day—and eighteen months later the enormous pile had risen as if by magic, and was ready for occupation, \$350,000 having been expended upon it. Over 1000 girls attended the first sessions, and its great capacity is now taxed to the utmost. It has four stories above the basement, and contains thirty recitation-rooms, two lecture-rooms, an art studio, a chapel with seats for 2000, a library, a calisthenium, two drying-rooms, six retiring-rooms for instructors, president's offices, and three great corridors, each fifteen feet wide.

The best criterion of its usefulness is the fact that of 2300 teachers employed by the Board of Education, 2100 are women, eight or nine per cent. of whom retire annually, and the college fills these vacancies with its graduates.

TO BE CONTINUED IN OUR NEXT.



## School Supervision.

The State of New York spends for the teacher's wages about eight millions of dollars in a year. It has been a question whether the people really received the amount of good such a large sum might bestow; it is admitted that they do not, simply because there is no effectual supervision. The present method is wasteful and extravagant because the results that are needed are not achieved. This is not an attack on the Commissioners, but on the system. Several methods have been proposed. We have advocated the county system, with a Board of Education which should employ as many Superintendents as it should deem necessary; we think the plan is a good one. The Association of School Commissioners deem the Township System the best and we shall heartily join in the effort to promote its adoption. What ever system, the key-note must be *good teachers*; to secure these the best men as judges and experts should be employed to select, license and supervise. Watch the schools; they are not made to furnish employment and places for men and women who, perhaps not being capable, seek them because a living may easily be made by a perfunctory performance of the tasks required. Painful as is the admission, it is true, that in the State of New York an adequate system exists for insuring the selection of good teachers. The humiliating story that is told in our office of the negligence, and ignorance resulting from the present want of system, might be laughed at if the result did not cause some of the little ones to go astray; the burden falls on the children, who are perfectly helpless in the case.

Again we urge the present Legislature to give us a practical system of securing good teachers. We present from the *School Bulletin* the action that looks to a removal of the district system—a system good enough in its day, but wholly unsuited to the present state of things.

## Long Division.

Nearly every teacher finds a difficulty in teaching long division. We forget that the arrangement of the figures is strange to the pupil and absorbs his attention, also that if there are several figures in the divisor it is much a matter of guess-work to find the quotient figure. A good way is to give such divisors as 109, 107, etc., in which the left hand figure of the divisor is 1 and the next 0; for in this case the figure of the quotient can be found by inspection. He will thus be able to give his whole attention to the routine or form of the work. Next, such divisors as 1027; 1015; 1031; etc., should be selected; then such as 10,178; 10,279; 10,154, etc.; then 101,986; 102,543, etc., etc. All of these give excellent practice in the method of placing the divisor dividend and quotient in multiplication and subtraction. After the pupil has become perfectly familiar with the routine, give divisors like 2020; 2058, etc., etc. The principle of gradualism is the one here employed; the great ground principle is good teaching.

10,354	58,943,269	5,702
	51,770	
	71,733	
	73,478	
	25,469	
	20,708	
	4,761	

## Brooklyn.

ON Thursday Superintendent Field held his monthly examinations. About forty-five young ladies presented themselves for examination, and one gentleman. The exercises took place in the hall of the Board of Education, a very neat room in the shabby structure in Red Hook Lane. Mr Field, during the time we were present gave out questions in astronomy. We noticed the following, viz:

What is the diameter of the earth, of the largest planet and of the sun?

What is the transit of a planet, what planets can be seen in transit, and of what use is its observation?

State what phenomena have been observed in the appearance of spots on the sun, what influence they are supposed to have on the earth, and what conditions of the sun are proved their existence?

What is believed by astronomers regarding the density, composition, etc., of the comets.

What is believed regarding the character, distance and number of the fixed stars?

Among the questions proposed are the following: a consideration of them will show that Mr. Field demands high qualifications to draw a certificate:

## ASTRONOMY.

What and where is the earth?

Of what does the solar system consist?

What is the zodiac, and what does it limit?

What are Kepler's three laws of planetary motion?

Define primary and secondary planets, and state the number of each.

Name the principal primary planets, first in their order from the sun, and also repeat their names in the order of their size.

What is the distance of the moon from the earth, and how many revolutions has it?

## GRAMMAR.

(Parse the words in "Italics"):

Injustice *wrongs* the doer, for the *wrong*  
Like an unsated bloodhound leaps red fanged  
Upon his master's throat. *Beware* the brach—  
Eyes *gorged* with wrathful gore, and slaver tongued.  
Whose fury, urged by *thine* for vengeance,  
*Ravened* thy enemy. Fate *retribute*,  
And masterless, turns *backward* from the slain  
And *smites* the slayer. Oh! master Death!  
The feeblest tyrant's *rage* importunately stops  
At thy invisible barrier—for there,  
Upon the threshold of the other life,  
*Stands* God the merciful—the *avenger*,  
At whose frown the centuries *turn back*  
Upon their golden axes, and the deep  
Of eternity *rises* to *deprecate* his wrath.  
*Stand* there, weak wronger of the strong *fallen*,  
Within the shadow of approaching vengeance,  
And *see* each drop of blood *impregnate*,  
*Tears* vitalized, and fertile as the germs  
Of Nature, with their horrible progeny  
Of hates, that turn their deathful fangs on thee.

## HISTORY UNITED STATES.

I. Give a narration regarding the following persons, stating their nationality, period in which they lived, for what achievements or attempts they were celebrated, and what was their fate:

1 Amerigo Vespucci, 2 Ponce de Leon, 3 Nervaes, 4 Cordova, 5 Cortez, 6 De Soto, 7 Jacques Cartier, 8 De Gorges.

II. Give the same particulars relating to:

1 Sebastian Cabot, 2 Sir Francis Drake, 3 Lord Delaware, 4 Sir Wm. Berkeley, 5 Bartholomew Gosnold, 6 Edwd. Wingfield, 7 John Rolfe, Nathaniel Bacon.

III. State the same particulars regarding—

1 Wm. Bradford, 2 Roger Williams, 3 Wm. Kieft, 4 Leonard Calvert, 5 John Winthrop, 6 Ferdinand Gorges, 7 Sir Edward Andros, 8 Jas. Oglethorpe.

IV. State the same particulars regarding—

1 Gov. Dinwiddie, 2 Sir Wm. Johnson, 3 Gen. Abercrombie, 4 Gen. Jas. Wolfe, 5 Lieut. Jumonville, 6 Baron Dieskau, 7 Marquis de Montcalm, 8 Count de Villiers.

V. Give the same particulars relating to:

1 John Hancock, 2 Col. Ethan Allen, 3 Philip Schuyler, 4 Robert Livingston, 5 Gen. Gage, 6 Gen. Sir Wm. Howe, 7 Major Pitcairn, 8 Sir Peter Parker.

## GEOGRAPHY.

1. Name and classify the principal rivers of the United States according to their efflux, in the following groups: Atlantic; Gulf; Mississippi Valley; Pacific; Lake.

2. Name and classify the principal rivers of Europe in three groups in the direction of their course: North, South and West stating the body of water in which they flow.

3. Name the United States in the following groups, with their capitals: Atlantic States, Lake States, Gulf States, Pacific States, States in the Valley of the Mississippi, Rocky Mountain States and Territories.

4. Name four States having a population greater than two millions, stating, approximately, the number of inhabitants of each.

5. Name seven seaports and four river and lake ports of the United States having a population greater than 100,000, stating the number of inhabitants, approximately, and the body of water on which each is situated.

6. Classify the United States according to the following characteristics:

States distinguished for prairie or level surface, States liable to inundation from freshets, mountainous seas east of the Mississippi, States remarkable for coal mining, States deriving a large portion of their wealth from foreign commerce.

7. Name the great seaports of the world, stating the country in which each is situated, and the principal articles of commerce in each: North America, South America, Europe, Asia, Africa.

## ARITHMETIC.

1. What is the difference in effect upon the value of a whole number in multiplying or in dividing it by a proper fraction, and state the reason for the result in each process?

2. Explain the rationale of the formula for dividing by a fraction.

3. State the formula for obtaining the value of a common fraction in its decimal form, and explain the rationale of the process.

5. A broker bought 4-15 of a railroad stock and sold 4-9 of

his purchase at cost for \$355,555 5-9. What was the cost of his whole purchase, and what was the value of the capital stock of the road at the same rate.

6. What is the quotient expressed in decimals of  $23\frac{1}{4}$  divided by  $3-10$  of  $5-8$  of  $5\frac{1}{4}$ ?

7. On a note drawn for \$6800 and payable in 2 yrs. 10 mos. 18 ds., with interest at seven per centum, two partial payments had been endorsed. The first of \$600 at the end of 9 months, and the second of \$1150 at the end of 15 months from the date. What was due at maturity?

8. The distance between opposite diagonal corners of a rectangular township is 35,299 217-1000 feet, and the length of one of its sides is three miles. What is the length of the other side?

## Mottoes on Labor.

(To be written on the blackboard).

The following extracts prove its value:

Ninety per cent of what men call genius is only a talent for hard work. Talent is only doing well what you can do. Indolence never sent a man to the front. Industry never left him in the rear. Have you great talents, industry will improve them. Have you only moderate abilities, industry will supply the deficiency. Nothing is denied to well directed labor. Nothing is to be obtained without it.

Work wins; work calmly, work persistently, work with a purpose, and every year shall witness your progress. Turner, the celebrated painter, when asked his secret, replied: "I have no secret but hard work."

¶ The three things that improve genius are proper exertion, frequent exertion and successful exertion.

All men who have made their mark in the world have been distinguished by intense and steady industry. No natural abilities can claim immunity from hard work, and succeed. ¶

What a man does is'a test of what he is.

No general ever blundered into a great victory.

Success comes not by chance.

A great deal of hard work is the corner-stone of a good man's character.

A solid character is not the growth of a day. The mental faculties are matured only by long and laborious culture.

What men lack is not talent, it is purpose; not the power to achieve, but the will to labor.

"The difference in men consists not so much in talent as in energy.

Every man has in him the power to do much good.

He who has the most talents has the greatest responsibility to improve them.

With industry and diligence one may rise in any calling.

A good education is the best gift a parent can bestow on a child. It is the best fortune any individual can acquire.

## Hundreds of Dollars

OF hard-earned and much needed money are *wasted every year* in sending postal cards and letters to subscribers who want the paper but do not pay in advance after the first year, as they should. A postal card only costs a cent, but a thousand cost ten dollars, and we buy thousands for this purpose. Good friends pay up promptly, and save this waste of money and time.

We are so busy in our work that we cannot write postal after postal to delinquents. Nor is it right for subscribers to pile such heavy burdens on our backs.

## PAY UP! PAY UP!

at once. If you want the JOURNAL stopped, pay up and say so.

## A WRONG WAY

To stop the JOURNAL: Some send back a paper; this is wrong. Some leave them uncalled for; this is wrong too. Some write a postal and ask to have the paper stopped—wrong again.

## THE RIGHT WAY.

Take a postal and write about as follows: "Please notify me of the amount of my indebtedness for the JOURNAL; if none, stop it." Then courageously remit the amount, and in our letter sending it ask for its discontinuance. Some one says it is harder to pay for a pie after you have eaten it than before. You who owe for the JOURNAL, will please pay up promptly.

## A GOOD ACCOUNT.

"To sum it up, six long years of bed-ridden sickness and suffering, costing \$200 per year, total \$1,200—all of which was stopped by three bottles of Hop Bitters, taken by my wife, who has done her own housework for a year since without the loss of a day, and I want everybody to know it for their benefit."

JOHN WEEKS, Butler, N. Y.

## FOR SALE OR TO LET.

A farm, in the Passaic Valley, New Jersey, containing 60 acres and a modern residence. The situation is exceedingly pleasant and healthful; it is but a few minutes walk from the depot of Berkeley Heights, on the New Jersey, West Line R. R., and about an hour and a quarter's ride from New York. The house has twelve rooms and an attic, a fine cellar and cistern; an excellent well of water; an abundance of fruit, ample barns. The whole place is susceptible of being converted into a most elegant country residence. THIS PROPERTY *MUST BE SOLD*, and any one wanting a bargain will find it here. If it is not sold before May 1, it will be rented for one year. For fuller particulars, apply to Amos M. Kellogg, 17 Warren St., New York, or to William Littell, Summit, New Jersey.



17 Warren Street, N. Y.